

New York State School Report Card Comprehensive Information Report

BEDS Code: 65-08-01-06-0003
 Name: Wayne Senior High School
 Principal: Lory Morrin

Grade Range : 9-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	204	242	259
Tenth	225	205	194
Eleventh	183	220	205
Twelfth	184	184	213
Ungraded Secondary	26	8	0
Total K-12 Enrollment	822	859	871

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	13	1.6%	8	0.9%	6	0.7%
Black (Not Hispanic)	19	2.3%	14	1.6%	15	1.7%
Hispanic	11	1.3%	10	1.2%	12	1.4%
White (Not Hispanic)	779	94.8%	827	96.3%	838	96.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	22	21
Mathematics Grade 10	24	21	24
Science Grade 10	21	25	23
Social Studies Grade 10	21	23	21

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	0	0.0%	0	0.0%
Eligible for Free Lunch	43	5.2%	78	9.1%	43	4.9%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.2%		91.5%		92.3%
Student Suspensions	69	8.6%	98	11.9%	76	8.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.8%	5.6%	3.3%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	92%	97%	97%

Staff Counts

Staff	2002–2003
Total Teachers	66
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	157	89	57%	154	115	75%	168	132	79%
Students with Disabilities	18	3	17%	9	1	11%	18	3	17%
All Students	175	92	53%	163	116	71%	186	135	73%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	79	76	1	5	24	1
Percent	42%	41%	1%	3%	13%	1%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
18	3	6	24

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			11		6	
	Entered GED Program*			0		2	
	Total Noncompleters			11		8	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			0		0	
	Total Noncompleters			2		2	
All Students	Dropped Out	26	3.2%	13	1.5%	8	0.9%
	Entered GED Program*	0	0.0%	0	0.0%	2	0.2%
	Total Noncompleters	26	3.2%	13	1.5%	10	1.1%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		26	32
	Number of Students with Disabilities		8	5
	Number of All Students		34	37
	Percent of Enrollment		4%	4%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	21	95%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	10	70%	0	0%	9	67%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	11	100%
Science	0	0%	0	0%	3	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	100%	9	89%	23	96%
Science	4	#	14	64%	6	100%
Reading	0	0%	1	#	3	#
Writing	0	0%	0	0%	4	#
Global Studies	6	33%	10	30%	7	100%
U.S. Hist & Gov't	6	67%	6	100%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	167	193	204	20	21	34
Number Scoring 55–100	166	174	184	20	12	23
Number Scoring 65–100	163	157	151	18	8	16
Number Scoring 85–100	79	80	52	2	1	2
Percentage of Tested Scoring 55–100	99%	90%	90%	100%	57%	68%
Percentage of Tested Scoring 65–100	98%	81%	74%	90%	38%	47%
Percentage of Tested Scoring 85–100	47%	41%	25%	10%	5%	6%
Mathematics A						
Number Tested	39	42	241	15	14	41
Number Scoring 55–100	5	12	189	1	5	23
Number Scoring 65–100	1	5	160	0	3	12
Number Scoring 85–100	0	0	15	0	0	1
Percentage of Tested Scoring 55–100	13%	29%	78%	7%	36%	56%
Percentage of Tested Scoring 65–100	3%	12%	66%	0%	21%	29%
Percentage of Tested Scoring 85–100	0%	0%	6%	0%	0%	2%
Mathematics B (first administered June 2001)						
Number Tested	0	0	141	0	0	6
Number Scoring 55–100	0	0	125	0	0	5
Number Scoring 65–100	0	0	122	0	0	5
Number Scoring 85–100	0	0	57	0	0	2
Percentage of Tested Scoring 55–100	0%	0%	89%	0%	0%	83%
Percentage of Tested Scoring 65–100	0%	0%	87%	0%	0%	83%
Percentage of Tested Scoring 85–100	0%	0%	40%	0%	0%	33%
Global History and Geography						
Number Tested	204	204	215	28	38	31
Number Scoring 55–100	194	190	198	23	31	27
Number Scoring 65–100	185	171	178	22	24	21
Number Scoring 85–100	48	43	62	3	2	3
Percentage of Tested Scoring 55–100	95%	93%	92%	82%	82%	87%
Percentage of Tested Scoring 65–100	91%	84%	83%	79%	63%	68%
Percentage of Tested Scoring 85–100	24%	21%	29%	11%	5%	10%
U.S. History and Government (first administered June 2001)						
Number Tested	151	187	207	24	15	29
Number Scoring 55–100	140	172	201	17	12	26
Number Scoring 65–100	133	147	190	14	9	22
Number Scoring 85–100	67	35	67	3	0	6
Percentage of Tested Scoring 55–100	93%	92%	97%	71%	80%	90%
Percentage of Tested Scoring 65–100	88%	79%	92%	58%	60%	76%
Percentage of Tested Scoring 85–100	44%	19%	32%	12%	0%	21%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	175	162	179	18	30	36
Number Scoring 55–100	173	153	162	17	29	30
Number Scoring 65–100	167	148	144	15	25	25
Number Scoring 85–100	22	21	21	0	1	3
Percentage of Tested Scoring 55–100	99%	94%	91%	94%	97%	83%
Percentage of Tested Scoring 65–100	95%	91%	80%	83%	83%	69%
Percentage of Tested Scoring 85–100	13%	13%	12%	0%	3%	8%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	197	261	244	31	54	34
Number Scoring 55–100	179	225	215	28	39	26
Number Scoring 65–100	157	199	200	20	27	23
Number Scoring 85–100	58	63	64	6	5	3
Percentage of Tested Scoring 55–100	91%	86%	88%	90%	72%	76%
Percentage of Tested Scoring 65–100	80%	76%	82%	65%	50%	68%
Percentage of Tested Scoring 85–100	29%	24%	26%	19%	9%	9%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		128	122		3	5
Number Scoring 55–100		117	104		#	2
Number Scoring 65–100		97	81		#	1
Number Scoring 85–100		8	8		#	0
Percentage of Tested Scoring 55–100		91%	85%		#	40%
Percentage of Tested Scoring 65–100		76%	66%		#	20%
Percentage of Tested Scoring 85–100		6%	7%		#	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	34	20	30	1	2	2
Number Scoring 55–100	33	18	29	#	#	#
Number Scoring 65–100	33	16	28	#	#	#
Number Scoring 85–100	21	7	17	#	#	#
Percentage of Tested Scoring 55–100	97%	90%	97%	#	#	#
Percentage of Tested Scoring 65–100	97%	80%	93%	#	#	#
Percentage of Tested Scoring 85–100	62%	35%	57%	#	#	#
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	23	12	17	0	1	2
Number Scoring 55–100	23	12	17	0	#	#
Number Scoring 65–100	23	11	17	0	#	#
Number Scoring 85–100	14	8	7	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	92%	100%	0%	#	#
Percentage of Tested Scoring 85–100	61%	67%	41%	0%	#	#
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	97	97	109	5	5	7
Number Scoring 55–100	96	94	103	5	4	6
Number Scoring 65–100	95	92	99	4	3	4
Number Scoring 85–100	58	45	56	1	0	1
Percentage of Tested Scoring 55–100	99%	97%	94%	100%	80%	86%
Percentage of Tested Scoring 65–100	98%	95%	91%	80%	60%	57%
Percentage of Tested Scoring 85–100	60%	46%	51%	20%	0%	14%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	167	202	12	11	20	3
Number Scoring 55–100	147	164	6	9	11	#
Number Scoring 65–100	130	152	4	7	8	#
Number Scoring 85–100	65	72	0	1	2	#
Percentage of Tested Scoring 55–100	88%	81%	50%	82%	55%	#
Percentage of Tested Scoring 65–100	78%	75%	33%	64%	40%	#
Percentage of Tested Scoring 85–100	39%	36%	0%	9%	10%	#
Sequential Mathematics, Course III						
Number Tested	180	124	10	5	4	0
Number Scoring 55–100	168	118	8	4	#	0
Number Scoring 65–100	159	110	3	3	#	0
Number Scoring 85–100	110	73	0	0	#	0
Percentage of Tested Scoring 55–100	93%	95%	80%	80%	#	0%
Percentage of Tested Scoring 65–100	88%	89%	30%	60%	#	0%
Percentage of Tested Scoring 85–100	61%	59%	0%	0%	#	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	18	100%	11	100%
Students with Disabilities	0	0%	5	80%	11	91%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	174	174	174	31	31	31	205	205	205
Number Scoring 55–64	9	15	4	1	4	3	10	19	7
Number Scoring 65–84	115	112	104	14	12	18	129	124	122
Number Scoring 85–100	45	37	61	1	0	3	46	37	64
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)